



# Binsted CE Primary School Relationships and Sex Education Policy



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At Binsted we believe in the Christian values of Faith, Hope & Love.

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## Introduction

This document is a statement of our aims, principles and strategies used to deliver Relationships and Sex Education at Binsted CE Primary School.

Our school's policy on Relationship and Sex Education (RSE) is based on the Department of Education's document 'Relationship and Sex Education Guidance' we have also used the following documentation:

Education Act (2010); Learning and Skills Act (2000); Education and Inspection Act (2006);

Equality Act (2010); Supplementary Guidance SRE for the 21st Century (2014);

Keeping Children Safe in Education- statutory safeguarding guidance (2020)

Valuing all God's Children (2019)

This policy is also in line with the diocesan RSE guidance document and the Church of England's RSE Principles and Charter (2019)

[https://www.churchofengland.org/sites/default/files/201911///RSHE%20Principles%20and%20Charter\\_0.pdf](https://www.churchofengland.org/sites/default/files/201911///RSHE%20Principles%20and%20Charter_0.pdf)

The parental right to withdraw from RSE remains. This means that in primary education parents may withdraw their child from aspects of sex education which is not part of the science curriculum. Relationship education is now statutory for all children from 2020 with no right to withdraw from these aspects of the curriculum.

At Binsted we are committed to offering all pupils a first class, knowledge based curriculum. The Christian values of Faith, Hope and Love, underpin all our teaching and relationships within school. This policy also adheres to the Church of England 'Valuing All God's Children' document (September 2019) that states:

*'In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties and be supported to accept their own gender identity or sexual orientation and that of others. In order to do this, it will be essential to provide curriculum opportunities where difference is explored, same sex relationships, same sex-parenting and transgender issues may be mentioned as a fact in some people's lives. For children of same-sex or transgender parents or with close LGBT relatives this will be a signal of recognition that will encourage self-esteem and belonging.'*

*In the early years' context and throughout primary school, play should be a hallmark of creative exploration. Pupils need to be able to play with cloaks of identity (sometimes quite literally with the dressing up box) Children should be at liberty to explore the possibilities of who they might be without judgement or derision. For example, a child may choose the tutu, princess's tiara and heels and/or the*

*firefighter's helmet, tool belt and superhero cloak without expectation or comment. Childhood has a sacred space for creative self-imagining.*

*Childhood needs to be a period where we can make mistakes, try things out, explore projects and identities, without having to be bound by the consequences.*

As a school, we ensure that we address all areas of RSE and PSHE at an age-appropriate level and in a sensitive and inclusive manner. We have an open door policy towards discussing any issues with parents. Our parents have access to our topics and schemes of work- this allows our parents the opportunity to support the teaching we are covering in school to be explored further at home. We believe Relationships and Sex Education is important for all our pupils and our school because it prepares our children with the knowledge, understanding and skills which will enable them to make informed choices about their current and future relationships. It is not our job to promote any specific relationship as more important or better than another; we simply aim to engender a culture where people are free to make their own choices, free of prejudice and judgement. In line with Christian teachings, everyone is valued and loved. (Equalities Act 2014).

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships themselves, to celebrate uniqueness and to take responsibility for their health and wellbeing now and in the future.

In sessions, children's understanding is evaluated using formative assessment strategies such as questioning and quizzes. The aim of this information gathering is to find out what children already know and then build on this knowledge throughout the unit of work.

Relationships and Sex Education is an integral part of our PSHE programme all of which is based on the PSHE Association and Heartsmart plans, principles and guidance. This part of the curriculum is considered extremely important throughout the school but is always guided by our Christian values. The programme is tailored to the age and maturity of the children and delivered by staff that know the children well.

We believe that RSE is an ongoing process, which should start in the home and continue in school. This process should happen in partnership with parents. A positive effort has, and will continue to be made, to inform and involve parents.

## Policy Development

This policy is being developed in consultation with staff, Governors, pupils and parents. The consultation and policy development process involved the following steps:

**Review** Mrs Morton, the PSHE/RSE lead researched relevant documents in order to develop and refine the policy.

**Consultation-** All staff were given the opportunity to read the draft policy and make comments

**Parent/Governor consultation-** Parents and interested parties are invited to comment on the draft policy if desired.

**Pupil consultation –** pupils will be asked their thoughts about the policy and plan for RSE

## Timeline of Actions

Policy reviewed 28/5/21

Parental consultation 7/5/21 to 21/5/21

## Aims and Objectives

We aim to deliver RSE in an objective, balanced and sensitive manner underpinned by our strong Christian values. We endeavour to provide children with age appropriate information in order for them to make positive decisions about their health and relationship related behaviour now and in the future. We also provide a safe environment for the pupils to explore their thoughts and attitudes and to ask questions.

The following areas of learning are taught within the context of generic family life to ensure there is no stigmatisation of children based on their home circumstances including families who are single parent families, LGBT parent families, families headed by grandparents, adoptive parents, foster parents, carers and guardians.

RSE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Family and other people who care for me
- Caring friendships
- Respectful friendships
- Online friendships
- Being safe

The objectives of RSE are:

- To provide knowledge to all pupils
- To ensure misconceptions are addressed
- To help pupils become accepting and compassionate members of society
- To raise pupils self-esteem and confidence in their relationships with others
- To help pupils learn appropriate language
- To help develop skills and attitudes for a safe and healthy life
- To develop children's understanding of the influences of their peers and the media
- To help them respect and care for their bodies
- To prepare them for puberty and adulthood
- To help pupils understand their sexual feelings and behaviours, so they can lead fulfilling and enjoyable lives

## SEND

We believe that RSE must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a minority of our pupils. At Binsted, we provide quality first teaching for all ensuring pupils with any needs supported through a range of strategies such as scaffolding.

# The Teaching Programme for Relationship and Sex Education: Legal Requirements

All schools must teach the following Science and Relationships Education objectives as part of the National Curriculum.

## **Foundation Stage:**

Children should learn about the concept of male and female and about young including humans and animals. In ongoing PSHE they also develop skills in forming friendships and thinking about relationships with others.

## **Key Stage One:**

Children should:

- Know the difference between things that are living and things that have never been alive.
- Know that animals, including humans; move, feed, grow, use their senses and reproduce.
- Name the main external parts of the human body e.g hand, elbow, and knee.
- Know that humans can produce babies and these babies grow into children then adults.
- Know that humans have senses which enable them to be aware of the world around them.
- Recognise similarities and differences between themselves and other pupils.

Through the work covered in Science the children learn about life cycles of animals, understand the idea of growing from young to old and learn that all living things reproduce. They also learn about personal hygiene to maintain good health.

In PSHE they reflect on family relationships, different family groups (including single parents, same sex parents, adoptive parents, separated parents and blended families) and friendships. They learn how to cooperate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn that everyone is unique and that everyone should be respected equally.

In RE they learn about rituals associated with birth, marriage and death and talk about the emotions involved.

## **Key Stage Two:**

Children should:

- Know that there are life processes, including nutrition, movement, growth and reproduction, common to animals including humans.
- Know the main stages of the human life cycle
- Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- Know about menstrual wellbeing including key facts about the menstrual cycle.

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction and pregnancy. Children are also taught about the physical, emotional and social changes at puberty; which includes personal hygiene and menstruation.

In PSHE they will continue to develop an understanding of relationships within a family, between friends and the community and that there are differences within these relationships. They will continue to develop the skills needed to form relationships and to respect other people's emotions and feelings. They will learn that people can form relationships with members of different or the same sex. They will also learn about gender and gender identity and that the two things are not always the same for every person. Children will learn that everyone has equal rights and that everyone should be respected. They will consider how to make simple choices and exercise basic techniques for resisting pressures from others.

Relationships and Sex Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

## The Role of the Parents

The school is aware that the primary role in children's RSE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of through mutual understanding, trust and cooperation.

To promote this objective we will:

- Inform parents about the school's RSE policy and practice
- Answer any questions that parents may have about RSE for their child
- Take seriously any issues that parents raise with the school about the policy or about the arrangements for RSE at School
- Encourage parents to be involved in reviewing the policy and making modifications as necessary
- Inform parents about the best practice so that the teaching in school is supported by the key messages that parents and carers give at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

## Delivery and Resources

RSE is delivered through Science, PSHE and RE as well as through stories and discussion. It is taught by class teachers who know the children well.

At Binsted CE Primary School we follow the PSHE Association scheme of work that includes RSE teaching adapted to the needs and requirements of our school. Teaching in RSE is further supported by Heartsmart. It is taught in a spiral curriculum with areas re-visited and built upon at appropriate points in the child's development. This approach helps our children to build on their prior knowledge and develop age-related skills to meet their needs.

RSE will be taught through a range of teaching strategies including: stories, discussion, drama, private reflection, fact finding etc. This range of teaching strategies will promote engagement by all pupils and will be decided upon by the class teacher who knows the children the best.

The school's responsibility to safeguard children through a curriculum that prepares them to live safely in the modern world will remain central to the curriculum content, teaching methodologies and supporting materials.

RSE will be delivered in mixed gender groups.

Teachers will not express an opinion or endorse a moral point of view on issues such as sexuality, sexual identity etc. It is the role of the teacher to encourage an open approach, where children are free to express their opinions.

## Answering Difficult Questions

We believe that pupils should have opportunities to have their genuine questions answered in a sensible and matter of fact manner. However, occasionally a child may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide how best to answer the question. When a teacher is unsure, they should explain to the child that they will respond to their question in due course then seek advice from the SLT who in turn may speak to the parent/carer if necessary.

It is not the teacher's role to know all the answers but to facilitate an open dialogue where all questions are valued. Teachers will establish parameters when embarking on a class discussion to ensure children's questions remain appropriate.

## Confidentiality

Teachers conduct RSE lessons in a sensitive and supportive manner where children feel safe to express their opinions free of judgement and prejudice. Where children make comments or ask questions other children will be encouraged to show respect, tolerance and sensitivity.

If a child makes a comment or asks a question which raises a safeguarding concern, this will be reported in line with the Child Protection Policy.

## Roles and Responsibilities

### **The Governing Body**

The Governing Body will approve the RSE policy and hold the Headteacher to account for its implementation.

### **The Headteacher/RSE Lead**

The Headteacher and RSE Lead are responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from the non- statutory components of RSE

## **Staff**

The staff will:

- Deliver RSE in a sensitive and age appropriate way
- Model positive attitudes to RSE
- Monitor progress
- Respond to the needs of individuals
- Respond appropriately to pupils whose parents wish to withdraw from the non- statutory components of RSE.

## **Pupils**

Pupils are expected to engage fully in RSE and treat others with respect and sensitivity

## **Parents Right to Withdraw**

Parents have the right to withdraw their child from the non- statutory components of sex education within RSE. Requests for withdrawal should be made in writing and addressed to the Headteacher

Alternative work will be given to pupils who are withdrawn from sex education. Parents do not have the right to withdraw their child from relationships or health education which forms a large part of the RSE curriculum.

## **Training**

Staff are trained on the delivery of the RSE curriculum through CPD sessions which are led by the RSE Lead- Mrs Morton

## **Monitoring Arrangements**

The delivery of RSE will be monitored by Mrs Morton (PSHE and RSE Lead) through discussion with teachers and pupils.

This policy will be reviewed annually by the RSE Lead and approved by the Headteacher and the Governing Body.

## **Links to other policies**

- Safeguarding policy
- Health and safety policy
- PSHE policy
- SEND policy
- First Aid policy

- Child Protection Policy
- E-safety policy
- RE policy
- Equality Policy

Agreed by parents 21/5/21

Agreed 28/5/21 by Staff

Agreed by Governors.....

Review May 2022.

	Year R and 1	Year 2 and 3
<b>Autumn</b>	<p>Children to teach about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p> <p>Children to learn about how people make friends and what makes a good friendship.</p> <p><b>Year 1 Statutory Science Link:</b>  <u>Animals and Humans Unit</u>  Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  <b>Non – Statutory Guidance:</b> Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>Children to learn simple strategies to resolve arguments between friends positively.</p> <p>Children to know how to ask for help if a friendship is making them feel unhappy.</p> <p><b>Year 2 Statutory Science Link:</b>  <u>Animals and Humans Unit</u>  Pupils should be taught to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>
<b>Spring</b>	<p>Children taught to identify the people who love and care for them and what these people do to help them feel cared for. Also to know and respect different family types.</p> <p>Children taught how to recognise when they or someone else feels lonely and what to do.</p>	<p>Children learn about different types of families, including those that may be different to their own. ( Including same sex partnerships)</p> <p>Children taught to identify common features of family life.</p> <p><b>Year 2 Statutory Science Link:</b>  <u>Animals and Humans Unit</u>  Pupils should be taught to notice that animals, including humans, have offspring that grow into adults.  <b>Non-Statutory Guidance:</b> Children should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs</p>
<b>Summer</b>	<p>Children understand that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p>	<p>Children understand that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p> <p><b>Year 2 Statutory Science Link:</b>  <u>Animals and Humans Unit</u>  Pupils should be taught to describe the importance of exercise for humans, eating the right amounts of different types of food and hygiene.</p>

**At Attachments – which show the teaching plans and cycle**

2020/2021	Autumn	Spring	Summer
Year 4			<ul style="list-style-type: none"> <li>• list some of the effects of sleep deprivation.</li> <li>• explain why eating a balanced diet is important.</li> <li>• know how to inhibit the spread of germs.</li> <li>• explain the importance of vaccinations and immunisations.</li> <li>• show respect for the differences between different families;</li> <li>• describe the different types of relationship that exist, without prejudice; <ul style="list-style-type: none"> <li>• discuss ways in which people can deal with or overcome emotions experienced during puberty;</li> </ul> </li> </ul>
Year 5			<ul style="list-style-type: none"> <li>• explain the importance of vaccinations and immunisations;</li> <li>• identify the implications of not getting enough sleep;</li> <li>• understand why they need to change some of their habits and routines as they get older;</li> <li>• understand that many images seen in the media are artificially enhanced;</li> <li>• describe some of the ways in which the media fuels the notion of a perfect body.</li> <li>• describe the different types of loving relationships that exist.</li> <li>• explain how to look after their bodies during puberty.</li> </ul>
2021/2022	Autumn	Spring	Summer
Year 4			
Year 5			
Year 6	<ul style="list-style-type: none"> <li>• Make informed decisions about my health</li> <li>• Explain what constitutes a healthy diet</li> <li>• How medicines contribute to a healthy lifestyle (inc. immunisation and vac.)</li> <li>• About benefits of sun exposure and risks</li> </ul>	<ul style="list-style-type: none"> <li>• That mental health is an important part of daily life and importance of mental health</li> <li>• Strategies and behaviours of mental health</li> </ul>	<ul style="list-style-type: none"> <li>• To identify external genitalia and internal repro organs using correct terminology</li> <li>• Recap physical and mental changes that happen when approaching puberty</li> <li>• Recap hygiene routines</li> <li>• Name some ways to cope with new or difficult emotions.</li> <li>• Describe some of the ways in which the</li> </ul>

	<ul style="list-style-type: none"> <li>• About benefits of the internet and risks</li> <li>• Who to go to if you are worried about health</li> <li>• Define consent and autonomy</li> </ul>	<ul style="list-style-type: none"> <li>• Feelings can change in time and intensity</li> <li>• To recognise the warning signs about mental health</li> <li>• To recognise how personal identity contributes to who we are</li> <li>• To recognise that for some people gender identity does not correspond to their biological sex</li> </ul>	media fuels the notion of a perfect body.
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**Y4 RSE Assessment Statements**

**Assessment Statements – It’s my body- Non-statutory**

- list some of the effects of sleep deprivation.
- explain the effect of exercise on the heart.
- know how to get help for themselves or another in the case of serious problems.
- explain why eating a balanced diet is important.
- know how to check medicine instructions.
- know how to inhibit the spread of germs.
- explain the importance of vaccinations and immunisations.

**Assessment Statements – Growing up Non-statutory**

- explain what the male and female reproductive body parts are for;
- discuss ways in which people can deal with or overcome emotions experienced during puberty;
- show respect for the differences between different families;
- describe the different types of relationship that exist, without prejudice;
- show an awareness of myths surrounding pregnancy and birth;

- describe the conception and birth of a baby, using some scientific vocabulary.

### **Science Statements – National Curriculum Year 4- Statutory**

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

### **Y5 RSE Statements Non-Statutory**

#### **Assessment Statements – It's My Body**

- explain the importance of vaccinations and immunisations;
- identify the implications of not getting enough sleep;
- understand why they need to change some of their habits and routines as they get older;
- identify where the pressure to try harmful substances might come from;
- understand that many images seen in the media are artificially enhanced;
- understand that the choices they make about their bodies have consequences.

#### **Assessment Statements – Growing up Non-Statutory**

- explain how to look after their bodies during puberty.
- name some ways to cope with new or difficult emotions.
- describe some of the ways in which the media fuels the notion of a perfect body.
- describe the different types of loving relationships that exist.
- explain the laws around sexual relationships.
- use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation.
- use scientific vocabulary to accurately explain how babies are made and how they are born.
- describe the process from conception to birth and the needs of the foetus.

### **Y5 Science National Curriculum Statutory**

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

### **RSE 2021 Y6 Curriculum – these areas overlap with Science, PE, PSHE and Computing**

## Autumn

- Make informed decisions about my health
- Explain what constitutes a healthy diet
- How medicines contribute to a healthy lifestyle (inc. immunisation and vac.)
- About benefits of sun exposure and risks
- About benefits of the internet and risks
- Who to go to if you are worried about health
- Define consent and autonomy

## Spring

- That mental health is an important part of daily life and importance of mental health
- Strategies and behaviours of mental health
- Feelings can change in time and intensity
- To recognise the warning signs about mental health
- To recognise how personal identity contributes to who we are
- To recognise that for some people gender identity does not correspond to their biological sex

## Summer – Sex ED

### RSE

- To identify external genitalia and internal repro organs using correct terminology
- Recap physical and mental changes that happen when approaching puberty
- Recap hygiene routines
- Name some ways to cope with new or difficult emotions.
- Describe some of the ways in which the media fuels the notion of a perfect body.

### Science Curriculum

- explain how to look after their bodies during puberty. (NS)
- describe the different types of loving relationships that exist.(NS)
- explain the importance of safety and love around sexual relationships. (NS)
- explain what contraception is, how it is used and what it is used for.(NS)
- use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation. (S& NS)
- use scientific vocabulary to accurately explain how babies are made and how they are born
- describe the process from conception to birth and the needs of the foetus.

### **Y 6 RSE Assessment Statements**

#### LA

- name physical changes young people will experience during puberty.

- describe emotional changes young people might experience during puberty.
- appreciate that there is no such thing as a perfect body- Important- PE Link
- list things that all loving relationships have in common.
- explain what a sexual relationship is.
- understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this.
- explain how babies are conceived and how they are born.
- identify someone they could talk to about their changing body, should they need to.

#### MA

- explain how to look after their bodies during puberty.
- name some ways to cope with new or difficult emotions.
- describe some of the ways in which the media fuels the notion of a perfect body. • describe the different types of loving relationships that exist.
- explain the laws around sexual relationships.
- explain what contraception is, how it is used and what it is used for.
- use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation.
- use scientific vocabulary to accurately explain how babies are made and how they are born
- describe the process from conception to birth and the needs of the foetus.

#### HA

- explain why young people experience physical and emotional changes during puberty.
- tailor advice to others in specific situations, regarding how to manage changing emotions.
- challenge society's perceptions of a perfect body.
- discuss the way different types of relationships are viewed in society.
- consider how some couples in loving relationships have children in ways other than male-female reproduction through sexual intercourse.
- ask mature questions about puberty and the changes people experience.
- consider the sensitive nature of this topic, why it can be difficult to discuss and what could be done to improve this.